


**SRA** Multiple Skills Series: Reading  
**PICTURE LEVEL**

RM E 9449 9449  
Multiple Skills Series: Reading, Picture Level Bk  
MEC



Book 1 ☐

Book 2 ☐

Book 3 ☐

Book 4 ☐

	Book 1	Book 2	Book 3	Book 4
Picture Level	✓			
Prep 1 Level				
Prep 2 Level				
Level A				
Level B				
Level C				
Level D				
Level E				
Level F				
Level G				
Level H				
Level I				

- These Skills are developed in each unit:
- Identifying the Main Idea
  - Identifying Details
  - Interpreting Picture Clues

**McGraw Hill** **SRA**  
**McGraw-Hill**

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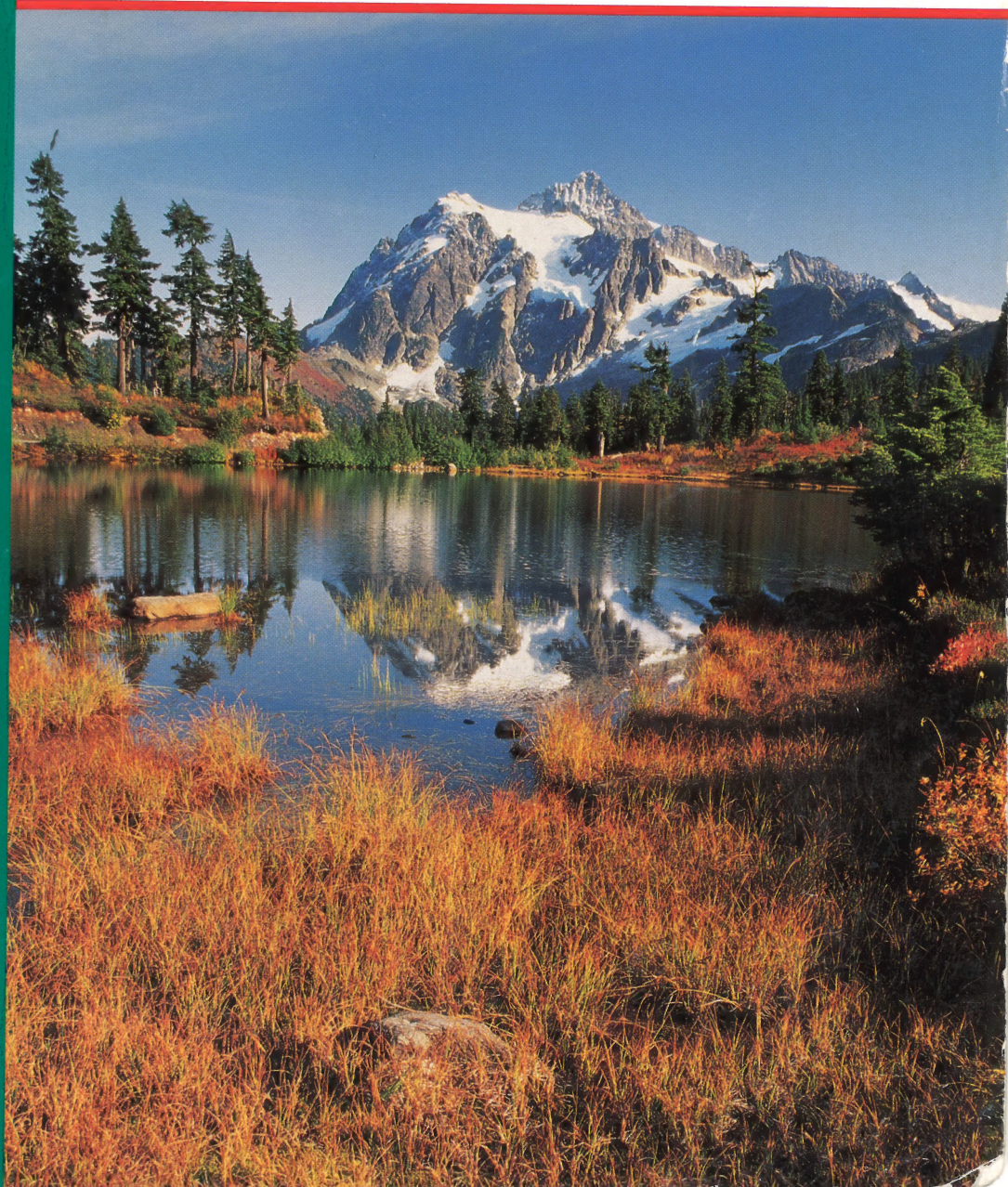


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**PICTURE LEVEL**  
**BOOK 1**

**SRA**  
**MULTIPLE**  
**SKILLS**  
**SERIES: Reading**





Hayes

**PICTURE LEVEL**  
**Book 1**



**MULTIPLE**  
**SKILLS**  
**SERIES: Reading**

**Third Edition**

**Richard A. Boning**



**SRA**  
**McGraw-Hill**

Columbus, Ohio

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ISSUED TO	Year Used	CONDITION	
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PUPILS to whom this textbook is issued must not write on any page or mark any part of it in any way, consumable textbooks excepted.

1. Teachers should see that the pupil's name is clearly written in ink in the spaces above in every book issued.
2. The following terms should be used in recording the condition of the book: New; Good; Fair; Poor; Bad.

### PURPOSE

The *Multiple Skills Series* is a nonconsumable reading program designed to develop a cluster of key reading skills and to integrate these skills with each other and with the other language arts. *Multiple Skills* is also diagnostic, making it possible for you to identify specific types of reading skills that might be causing difficulty for individual students.

### FOR WHOM

The twelve levels of the *Multiple Skills Series* are geared to students who comprehend on the pre-first- through ninth-grade reading levels.

- The Picture Level is for children who have not acquired a basic sight vocabulary.
- The Preparatory 1 Level is for children who have developed a limited basic sight vocabulary.
- The Preparatory 2 Level is for children who have a basic sight vocabulary but are not yet reading on the first-grade level.
- Books A through I are appropriate for students who can read on grade levels one through nine respectively. Because of their high interest level, the books may also be used effectively with students functioning at these levels of competence in other grades.

The *Multiple Skills Series Placement Tests* will help you determine the appropriate level for each student.

### PLACEMENT TESTS

The Elementary Placement Test (for grades Pre-1 through 3) and the Midway Placement Tests (for grades 4-9) will help you place each student properly. The tests consist of representative units selected from the series. The test books contain two forms, X and Y. One form may be used for placement and the second as a posttest to measure progress. The tests are easy to administer and score. Blackline Masters are provided for worksheets and student performance profiles.

### THE BOOKS

This third edition of the *Multiple Skills Series* maintains the quality and focus that have distinguished this program for over 25 years. The series includes four books at each level, Picture Level through Level I. Each book in the Picture Level through Level B contains 25 units. Each book in Level C through Level I contains 50 units. The units within each book increase in difficulty. The books within a level also increase in difficulty—Level A, Book 2 is slightly more difficult than Level A, Book 1, and so on. This gradual increase in difficulty permits students to advance from one book to the next and from one level to the next without frustration.

Cover, Stuart Westmorland/Tony Stone Images

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Each book contains an **About This Book** page, which explains the skills to the students and shows them how to approach reading the selections and questions. In the lowest levels, you should read About This Book to the children.

The questions that follow each unit are designed to develop specific reading skills. In the lowest levels, you should read the questions to the children.

In the Picture Level, the question pattern in each unit is

1. Title (main idea)
2. Picture clue
3. Picture clue

The **Language Activity Pages** (LAP) in each level consist of four parts: Exercising Your Skill, Expanding Your Skill, Exploring Language, and Expressing Yourself. These pages lead the students beyond the book through a broadening spiral of writing, speaking, and other individual and group language activities that apply, extend, and integrate the skills being developed. You may use all, some, or none of the activities in any LAP; however, some LAP activities depend on preceding ones. In the lowest levels, you should read the LAPs to the children.

In the Picture Level, each set of Language Activity Pages focuses on a particular skill developed through the book. The first and third LAPs focus on picture interpretation. The second and fourth LAPs focus on main ideas.

### SESSIONS

The **Multiple Skills Series** is an individualized reading program that may be used with small groups or an entire class. Short sessions are the most effective. Use a short session every day or every other day, completing a few units in each session. Time allocated to the Language Activity Pages depends on the abilities of the individual students.

### SCORING

Students should record their answers on the reproducible worksheets. The worksheets make scoring easier and provide uniform records of the children's work. Using worksheets also avoids consuming the books.

Because it is important for the students to know how they are progressing, you should score the units as soon as they've been completed. Then you can discuss the questions and activities with the students and encourage them to justify their responses. Many of the LAPs are open-ended and do not lend themselves to an objective score; for this reason, there are no answer keys for these pages.

The words and sentences in a story belong together. They all help to tell about one **main idea**. Listen to this story. Think about what it is mainly about.

Jon was planning a party. He made a list of friends to invite. He made a list of things to buy.

What do all of the sentences in the story tell about? Would "Jon Plans a Party" be a good name for the story? Figuring out what a story is mainly about is important in reading.

In reading we also need to remember the **facts**. The facts are the things the story tells. In the story above, what was the boy's name? What did he do? A good reader pays attention to the facts.

A story doesn't always have words. Sometimes a **picture** tells a story. When you look at a picture, you can figure out what it is mainly about. You can look carefully at the picture to remember what it shows. When you do this, you are a good reader.

In this book, you will look at pictures. After you look at a picture, choose a **title**, or name, that tells what the picture is mainly about. Then answer two questions about what the picture shows.





1. The best title is—

(A) The Boy Wants a Dog

(B) Fun at the Zoo

2. The boy is—

(A) running

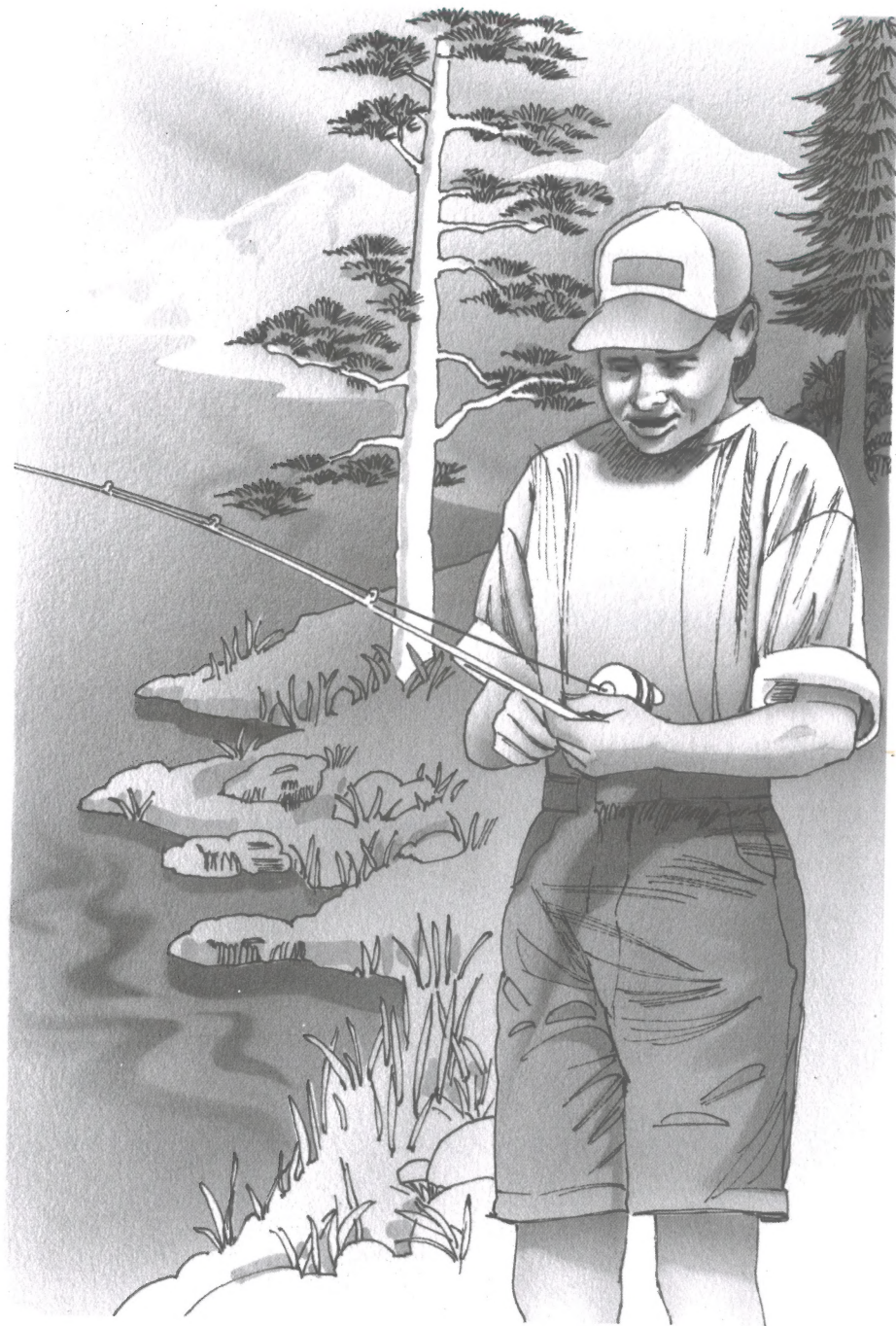
(B) talking

3. You can see—

(A) kittens

(B) fish





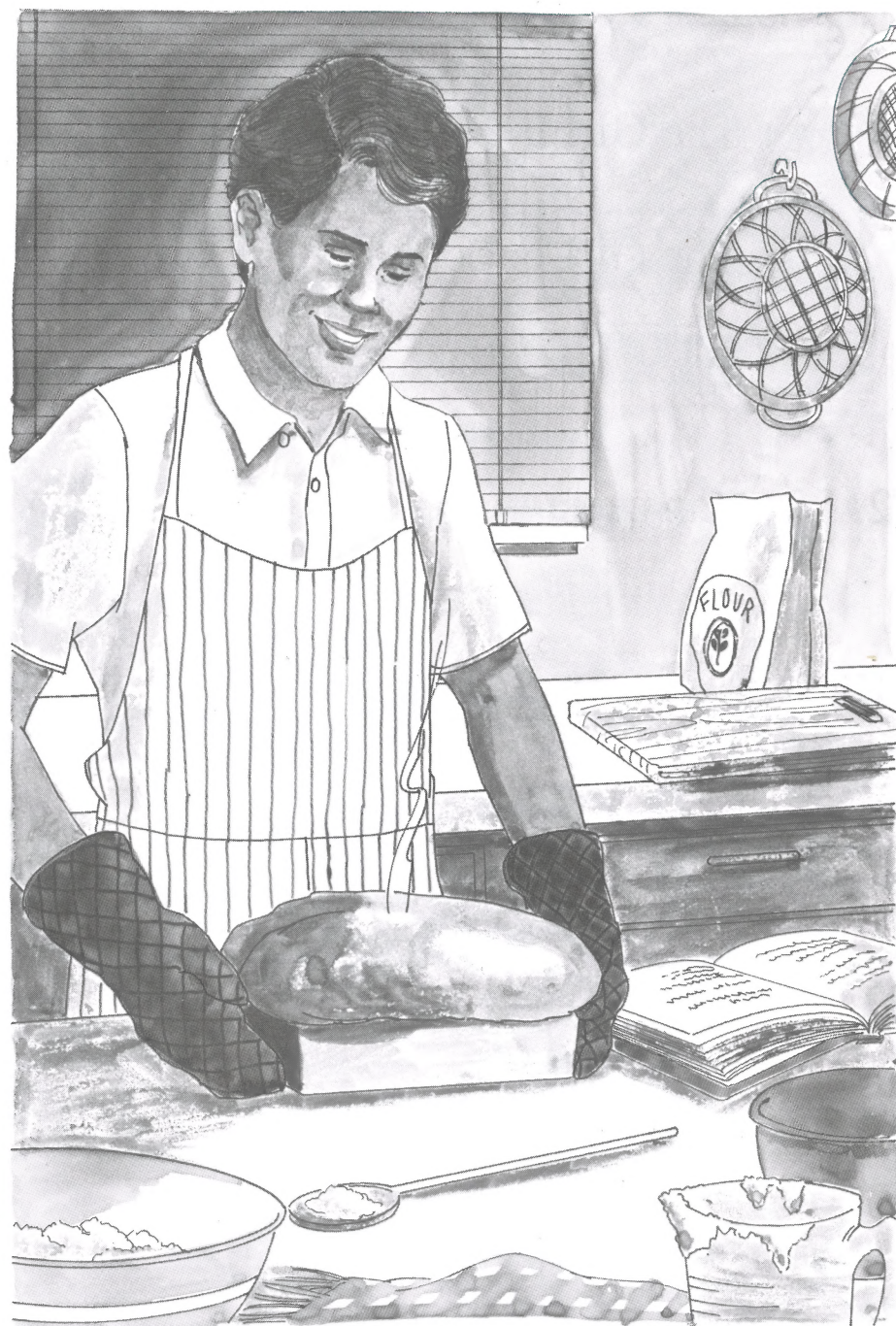
1. The best title is—
  - (A) The Boy Has a Pet
  - (B) The Boy Is Fishing
  
2. You can see a—
  - (A) car
  - (B) tree
  
3. The boy has a—
  - (A) hat
  - (B) coat





1. The best title is—
  - (A) The Girl Is Reading a Book
  - (B) The Girl Is Looking at TV
2. You can see a—
  - (A) toy
  - (B) pet
3. The girl is—
  - (A) playing
  - (B) sitting





1. The best title is—
  - (A) The Boy Is Making Bread
  - (B) Mother Wants to Help
  
2. The boy is in a—
  - (A) house
  - (B) car
  
3. You can see a—
  - (A) TV
  - (B) book





1. The best title is—

(A) A Cat Sees the Boys

(B) A Cat Sees the Dogs

2. You can see—

(A) one dog

(B) one ball

3. The cat is—

(A) running

(B) sitting





1. The best title is—

(A) A Cat Sees the Boys

(B) A Cat Sees the Dogs

2. You can see—

(A) one dog

(B) one ball

3. The cat is—

(A) running

(B) sitting



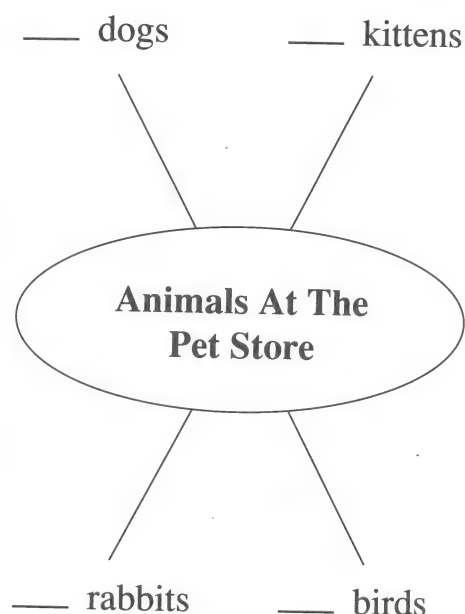


1. The best title is—  
(A) The Girl Plays a Game  
(B) The Rain Has Stopped
2. The girl is in the—  
(A) car  
(B) house
3. You can see a—  
(A) ball  
(B) baby



### A. Exercising Your Skill

Look at the picture. Think about the story map beside the picture. For each blank, tell how many of those animals are in the picture.



### B. Expanding Your Skill

Work with a partner. See how many animals you can name that you can buy in a pet store. Write their names or draw them. Circle the ones that are in the picture on this page.

### C. Exploring Language

Look at the picture in Part A. Tell about the picture. Use your own words to fill in the blanks.

Jamal went to the \_\_\_\_ store. He likes the friendly \_\_\_\_ best. The puppy is under the \_\_\_\_ cage. The puppy is happy to see \_\_\_\_.

### D. Expressing Yourself

1. Sing "Old MacDonald Had a Pet Store." Put in the names of the pets in the picture in Part A.
2. Write a story about the picture. Make up words that the boy and the man say to each other. Act out the story with a friend.





1. The best title is—  
(A) The Boys Are Getting Up  
(B) The Boys Are Sleeping
2. You can see—  
(A) two boys  
(B) one girl
3. The boys have a—  
(A) train  
(B) TV





1. The best title is—

(A) The Girls Are Painting

(B) Going for a Ride

2. A cat is in a—

(A) car

(B) tree

3. You can see a—

(A) man

(B) bike





1. The best title is—
  - (A) The Girls Are Reading
  - (B) The Girls Are Working
  
2. You can see—
  - (A) two girls
  - (B) one girl
  
3. The girls are—
  - (A) sitting
  - (B) standing





1. The best title is—

(A) It Is Going to Rain

(B) The Girl Is Riding

2. The girl is—

(A) in a car

(B) on a bike

3. You can see—

(A) dogs

(B) trees





1. The best title is—  
(A) The Boy Has a New Toy  
(B) The Boy Likes to Fish
  
2. The boy has a—  
(A) train  
(B) boat
  
3. You can see a—  
(A) ball  
(B) man





1. The best title is—

(A) The Girl Is at Home

(B) The Girls and Boys Are Happy

2. The girls and boys are—

(A) playing

(B) eating

3. You can see—

(A) three boys

(B) two boys



### A. Exercising Your Skill

Think about the story below. What is the story all about? Find a sentence in the story that will make a good title (name) for it.

Danny likes to play sports. He plays baseball at school. He can catch the ball in his glove. Danny also plays soccer. He can kick the ball far.

### B. Expanding Your Skill

Some sports need a ball to play. Some sports don't need a ball at all. Pick three sports from the box below that need a ball. Pick three sports from the box that do not need a ball.

basketball	running	skating
swimming	football	soccer

### C. Exploring Language

On your paper, use your own words to fill in the blanks in the story. Then give the story a title that tells what the story is all about.

Danny likes to play \_\_\_\_ . He sometimes plays with his \_\_\_\_ . They go to the \_\_\_\_ to play. One time Danny's \_\_\_\_ let the class play \_\_\_\_ in the school yard. It was fun!

### D. Expressing Yourself

Do one of these things.

1. Draw a picture of yourself playing your favorite game. Make up a title for the picture.
2. Make a list of every sport you have tried. Tell which sports you liked best.





1. The best title is—
  - (A) The Girl Is Flying a Kite
  - (B) The Boy Is Sleeping
  
2. The boy is looking at—
  - (A) TV
  - (B) the girl
  
3. You can see a—
  - (A) house
  - (B) coat





1. The best title is—
  - (A) The Boy Wants to Eat
  - (B) The Boy Likes to Splash
  
2. The boy's feet are getting—
  - (A) little
  - (B) wet
  
3. You can see a—
  - (A) dog
  - (B) cat





1. The best title is—

(A) The Boys and Girls Are Racing

(B) The Girls Are Going Fishing

2. You can see—

(A) one girl

(B) two boys

3. The boys and girls are at—

(A) home

(B) school





1. The best title is—  
(A) Father Is Not Home  
(B) The Boys Are Running
2. The boys are on a—  
(A) road  
(B) river
3. You can see—  
(A) 3 trees  
(B) 4 trees





1. The best title is—  
(A) A Ride in the Park  
(B) Fun at School
2. The girl is—  
(A) happy  
(B) not happy
3. You can see two—  
(A) trees  
(B) dogs





1. The best title is—
  - (A) Mother Is Coming Home
  - (B) The Boy Is Going Out
  
2. The boy has a—
  - (A) book
  - (B) ball
  
3. Mother is—
  - (A) reading
  - (B) singing





1. The best title is—

(A) The Girls Are Not Looking

(B) The Boy Has a New Toy

2. The boy is—

(A) sitting

(B) running

3. You can see—

(A) two boys

(B) two girls



### A. Exercising Your Skill

Look at the picture of the boy playing in the water. Then answer the questions about the picture.



1. What is the boy wearing to keep him dry?
2. What does the boy need to stay more dry?

### B. Expanding Your Skill

Make a list of clothes you need to keep you warm and dry on a snowy day. Make a list of clothes you need to keep cool on a hot day.

### C. Exploring Language

Think about the poem below. Think of a word for each blank. Think of a word that rhymes with the last word in the line before.

#### I Love Rainy Days

It's very plain.

I love the \_\_\_\_.

I'm so wet,

So is my \_\_\_\_!

### D. Expressing Yourself

Do one of these things.

1. Tell what the boy in the picture will do next. How will he get his feet dry? Will he be in trouble for being wet?
2. Tell about your favorite thing to do on a rainy day.





1. The best title is—

(A) The Girl Likes the Coat

(B) The Coat Is Too Little

2. You can see a—

(A) hat

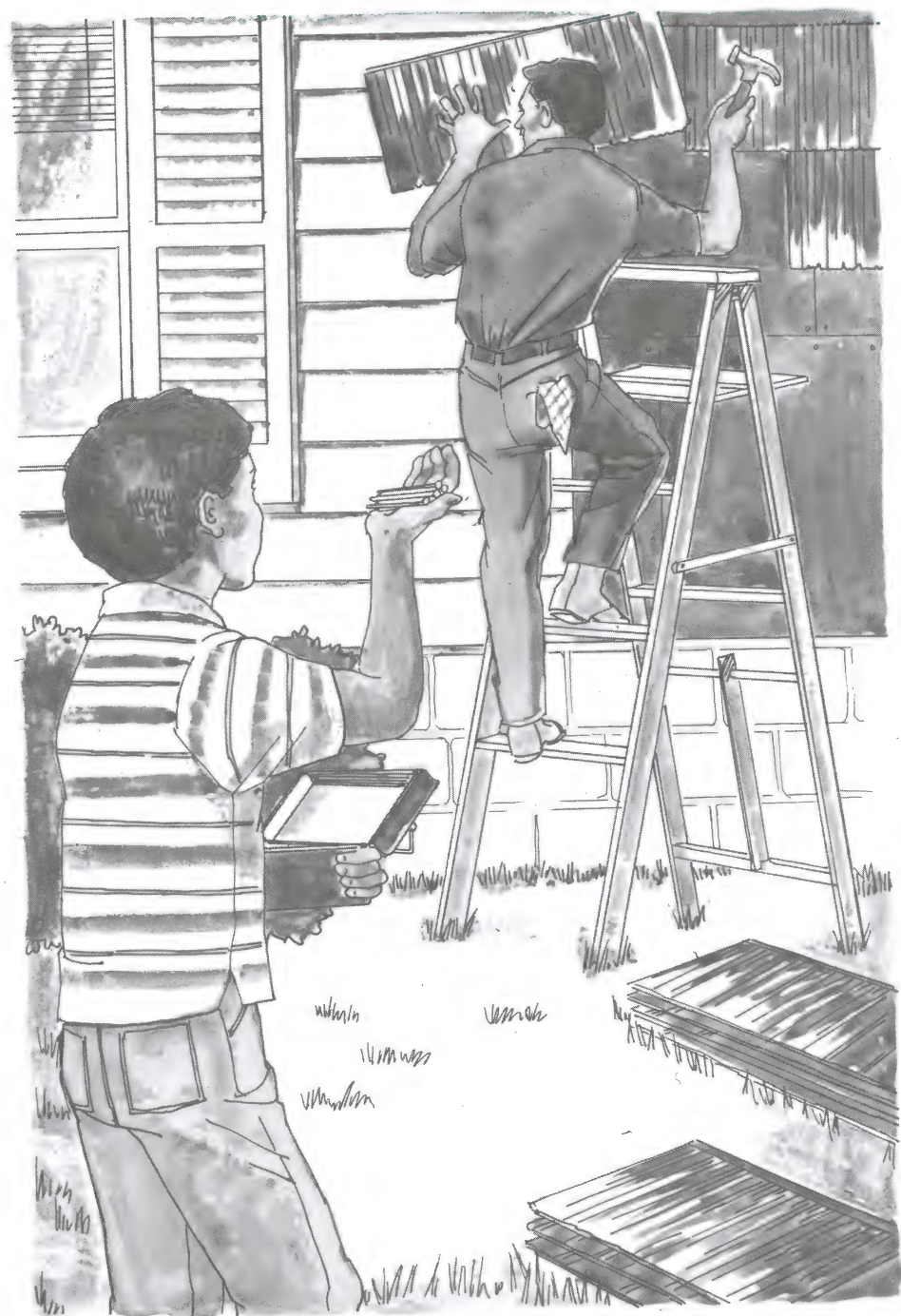
(B) game

3. The girl is in a—

(A) store

(B) house





1. The best title is—  
(A) The Man Is Falling  
(B) The Man Is Working
2. The boy is—  
(A) jumping  
(B) helping
3. The boy has a—  
(A) box  
(B) toy





1. The best title is—

(A) The Man Is Feeding a Horse

(B) The Man Likes to Read

2. You can see—

(A) dogs

(B) pigs

3. The horse is—

(A) standing still

(B) running





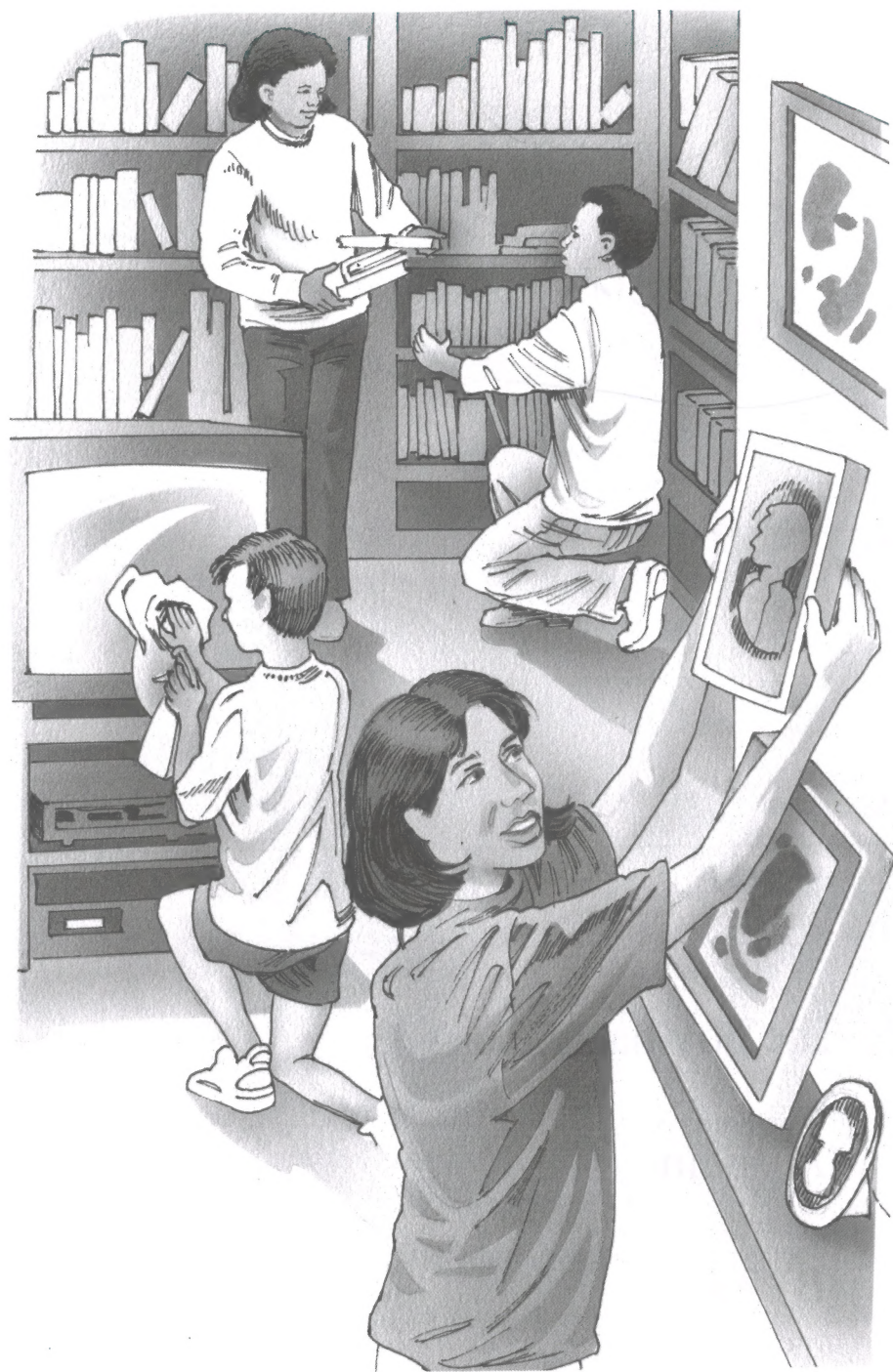
1. The best title is—  
(A) The Girl Is Not Happy  
(B) The Girl Has a Fish
  
2. The girl is in a—  
(A) train  
(B) boat
  
3. You can see—  
(A) two boats  
(B) one fish





1. The best title is—  
(A) The Boy Is Helping  
(B) Father Is Fishing
2. Father is—  
(A) riding  
(B) painting
3. The boy has the—  
(A) paint  
(B) hat





1. The best title is—

- (A) The Boys and Girls Are Reading
- (B) The Boys and Girls Are Working

2. You can see a—

- (A) TV
- (B) ball

3. The TV is—

- (A) off
- (B) on

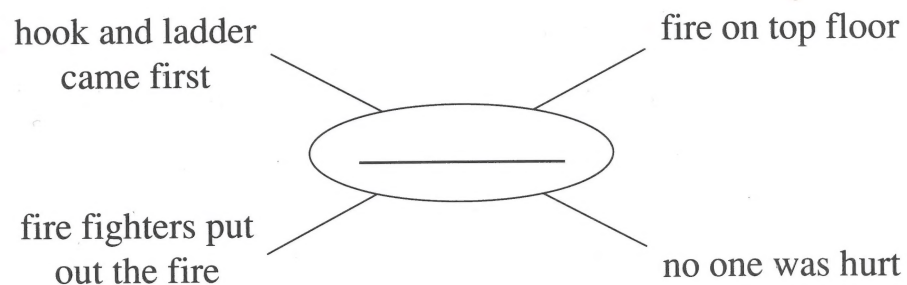


**A. Exercising Your Skill**

Read or listen to the story below.

There was a fire on Main Street this morning. We heard the fire trucks. The hook and ladder came first. The other trucks came after. The fire was on the top floor. The fire fighters put out the fire. No one was hurt.

Think about the story. Finish the story map below. Give a title for the story.

**B. Expanding Your Skill**

What could have caused the fire to start? Make up a story that tells why. Give your story a title.

**C. Exploring Language**

Think about the story below. Make up a title for the story.

Fire fighters work very hard. They are awake day and night. They wait to hear the alarm. Then they hop into the trucks. They get to the fire as fast as they can.

**D. Expressing Yourself**

Do one of these things.

1. Make up a story about the job you think would be the most exciting to have. Give your story a title.
2. Talk to your family about having a fire drill at home.



